

## Data Collection and Analysis Requirements

The sub-committees of the Stakeholder Steering Committee will collect different kinds of information from a variety of sources. A good suggestion is to get data from a broad representation of stakeholders.

### Interview Data

One important source of information about the LEA's special education programs is interviews with stakeholders. Interviews may be conducted with principals, teachers, parents, related service providers, paraprofessionals, and students. Some suggested interview questions are in this handbook. Some LEA may choose to conduct focus groups or a written survey. The Self-Assessment Report should contain the following information gained from conducting interviews and analyzing the results.

- Who was interviewed (by role)
- How many interviews were conducted
- Results and analysis of the interview data
- Strengths of the special education program
- Program improvement goals based on the analysis

### Student Record Review Data

Another critical place to look for information is in the records of student with disabilities. Student files should be checked for compliance with requirements of IDEA. This may be accomplished with a checklist; however, it is recommended that LEAs use the student record review software (UPIPS-SRR) developed by the SEA in order to ensure complete coverage of all the relevant compliance items. This software is available free of charge and can be requested from the monitoring specialist at (801) 538-7898. The following analysis of the student record review data must be in the Self-Assessment Report.

- How many and what per cent of special education files were reviewed.
- How various ages, disability categories, placements, ELLs, initial/re-evaluation students were represented in files reviewed.
- Information about the district/school-wide results of the review for each compliance item.
- Analysis of the file review results, identifying systemic areas of non-compliance
- Strengths of the special education program
- Program improvement goals based on the analysis
- Corrective Action Plan for areas of non-compliance

### Outcome Data

Information on student outcomes may be obtained from a number of sources. One helpful source is the data from the OSEP reports presented in the LEA Data Profile. This information is available from the Monitoring Specialist. The sub-committee with this assignment will need to analyze and report these data points. **The following bolded items are data that must be included in the self-assessment report, as it is included in the State Performance Plan.**

## Utah Special Education Program Improvement Planning System (UPIPS)

- **Graduation rate of students with disabilities compared to non-disabled students**
- **Drop out rate of students with disabilities compared to non-disabled students**
- Trend data for graduation and drop out rates
- **LRE/placement data for students with disabilities compared with state and national averages for students ages 6-21 and preschool**
- **Academic achievement data on Core tests (CRTs) for students with disabilities compared to non-disabled students and with state averages**
- Trend data on academic achievement
- **Participation rate of students with disabilities in state wide assessment**
- **Suspension and expulsion rates of students with disabilities**
- **Representation of various ethnic backgrounds of students with disabilities compared to the general student population of district and possible implications for the eligibility process**
- **Representation of students in various categories of disability compared to state averages**
- **Satisfaction data from the interviews with parents and staff referenced above**

### Other Data Sources

Each Stakeholder Steering Committee will look at other important information about other factors that impact the quality of the special education program. The results of the off-site data review will be analyzed, along with other considerations. These elements will need to be reported from the self-assessment process.

- Teacher licenses and endorsements for current assignments
- Case loads of special education case managers
- Adequacy of LEA support for teachers in schools
- The LEA system for identifying personnel development needs
- Records of personnel development activities provided for all members of IEP team
- LRBI committee members and dates of meetings
- Emergency contact records for level 3 and 4 intrusive interventions
- Strengths, needed improvements, and areas of non-compliance from this information

### Other Data at LEA Discretion

LEAs may access information from many other sources. The analysis of this data should also be reported in the Self-Assessment Report.

